

**Indiana Department of Education  
Division of Professional Standards**

**INDIANA MENTORING AND ASSESSMENT PROGRAM  
(IMAP)**

**SCHOOL NURSE**

**GUIDELINES FOR THE DEVELOPMENT OF THE PORTFOLIO  
2008-2009 School Year**

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## INTRODUCTION

This is the manual which will guide you in developing your portfolio. Read the entire manual and familiarize yourself with the requirements and the forms for each section of the portfolio before beginning. Please be aware of the following:

- You are responsible for following and completing all of the requirements of this program.
- Decisions you make at the outset of this assessment will influence the portfolio you produce.
- Your mentor is to provide support and help for you.
- This is the manual for the current year. Use this format only.
- Follow the directions in your manual. Be sure to answer all questions in the *Key Elements* boxes and sections of your manual identified by the pencil symbol used as a bullet. These are the prompts that scorers will use as a part of the rubric.
- This manual was prepared in MS Word 2003. You may use these forms as templates, but be careful to include all required items.

*The following symbols are used to highlight instructions throughout the manual:*

- ✓ Indicates information about something you must **DO**
- ✉ Indicates a written response or other material you must **SUBMIT**
- ✎ Indicates a question or prompt to which you must **RESPOND TO AND SUBMIT**

## **PREFACE**

The Division of Professional Standards (DPS), established by the Indiana legislature in 1992, governs the preparation and licensing of education professionals. The mission of the Division of Professional Standards *is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IDPS adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, these standards describe effective practices for teachers throughout their preparation and career. They provide a linkage to Indiana's goals for students in P-12 education.

In keeping with the mission of the Division of Professional Standards, a committee recommended the utilization of The Scope and Standards of School Nursing Practice that was developed by the National Association of School Nurses and American Nurses Association to ensure the adherence of Indiana school nurses to a competent level of professional performance in school nursing practice. The standards describe the professional expectations of school nurses and serve as a definitive guide for role implementation, interpretation, and evaluation and are used in conjunction with the state nurse practice act and other relevant laws and regulations to determine the adequacy of school nursing practice (ANA, 2005)

A portfolio prototype to assess school nurses' performance in specific content areas was modeled on the INTASC format already in place for teachers. These standards-based portfolios are performance assessments, which aim to demonstrate what school nurses know and can do within the context of their own areas of competence. The documentation of school nursing practice through the development of the portfolio demonstrates the integration of standards for the specialized practice as a professional school nurse. This process also contributes to the quality of Indiana school nurses as well as the enhancement of student health, well-being, academic success and lifelong achievement.

Beginning school nurses will receive a provisional license which will be in effect for two years. During this period the school nurse will complete a portfolio, which includes evidence regarding their practice and proficiency as a school nurse. These data are collected from a variety of activities performed by the school nurse. The beginning school nurse portfolio is uniquely designed to equip beginning school nurses for school nursing practice by providing mentoring support and reflective inquiry. The standards and assessments for preparing and licensing school nurses are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students.

The DPS believes that this linkage of school nursing standards with the assessment model will help develop school nurses, who are effective in helping *all* Indiana students to accomplish tasks associated with their learning, health, growth and development. These tasks guide students toward a fuller realization of their intrinsic dignity, capability, and potential.

## **ACKNOWLEDGEMENTS**

The Division of Professional Standards (DPS) recognizes the contributions of practicing school nurses, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committee that developed the standards. The DPS further recognizes the contributions of the Student Services Unit and the Indiana Association of School Nurses (IASN) as a partner in the implementation of the IMAP-SN process.

As noted, the DPS recognizes the work that has occurred through the auspices of the Bureau of Program and School Teacher Evaluation, Connecticut State Department of Education, in the development of a portfolio model. This handbook has been modified in order to reflect Indiana's standards for school nurses.

## ***THE LINKAGE BETWEEN SCHOOL NURSING AND IMPROVED STUDENT LEARNING***

The linkage between school nursing and improved student learning is central to the definition of the practice of school nursing and has been described by the American Nurses Association and the National Association of School Nurses in the description of school nursing provided in *School Nursing: Scope and Standards of Practice*. The definition of school nursing states that to advance the well-being and academic success of students, “school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy, and learning” (ANA & NASN, 2005, p. 1). Moreover, the primary role of the school nurse in supporting student learning is to act as an advocate and liaison between the home, the school and the health care community to address student health concerns that may impact the student’s ability to learn. “School nursing is the pivotal component in continuity of care through the coordination, planning, delivery, and assessment of school health services” (ANA & NASN, 2005, p.3).

School nurses are also educators. They provide health education both directly and indirectly. They counsel students about chronic health conditions, mental health issues, and problems such as pregnancy, substance abuse, and sexually transmitted diseases and act as resources in promoting health careers among students. (School Nurse News, 2005).

In addition to an in-depth understanding of the content-specific Indiana Standards for School Services Professionals and Standards for School Nursing, beginning school nurses need to be knowledgeable about policies and documents which define expectations for student performance.

- **The Indiana Standards for School Services Professionals**
- **The Indiana Academic Standards**
- **IC 20-31 Accountability for Performance and Improvement law**
- **Local school improvement plans**

## ***THE INDIANA MENTORING AND ASSESSMENT PROGRAM FOR SCHOOL NURSES (IMAP-SN)***

Since its inception in 1992, the Division of Professional Standards (DPS) educational agenda has focused on promoting high standards for education professionals in an effort to enhance student learning. Improving the quality of Indiana's school nurses has been viewed as central to improving the development and achievement of students.

Central to Indiana's school nurse improvement initiatives is the Indiana Mentoring and Assessment Program for School Nurses (IMAP-SN), a two-year school nurse assessment program that provides the following:

- Support for beginning school nurses through an identified certified mentor, together with programs, and other forms of professional development
- Assessment through a profession-specific portfolio submitted during the second year of practice. In the portfolio, beginning school nurses document their practice with the responses of students, parents, teachers, administrators, other school personnel, and their mentor. These reflect on the process, outcomes, and quality of their own practice. The portfolio includes assessments, narratives of school nursing practice, and process and outcome evaluations. In order to be eligible for the Proficient Practitioner License, beginning school nurses must demonstrate mastery of essential School Nursing competencies outlined in the Scope and Standards of School Nursing Practice (see Appendix A). *Beginning school nurses who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the IMAP-SN.*

### ***Goals of the IMAP-SN Mentoring Program***

The goals of the IMAP-SN mentoring program include:

- Ensuring that all students have high quality, committed, and caring school nurses
- Promoting effective school nursing practice
- Advocating for and assisting new school nurses in managing their students' health and well-being, growth and development, and academic success
- Providing effective support and feedback to new school nurses that will enhance their knowledge and skills
- Providing standards-based professional development for school nurses
- Developing school nurse leaders by recognizing and using the expertise of Indiana's exemplary school nurses as resources, mentors, scorers, and trainers for beginning school nurses

The primary goal of any evaluation is to improve practice and to promote professional development. During the process of assembling your portfolio you will have an opportunity to do the following:

- Examine your assumptions about your school nursing practice
- Analyze and evaluate the effectiveness of your own practice
- Experiment thoughtfully with different interventions within the school community
- Establish goals for professional growth

### ***Who Must Participate in the IMAP-SN?***

The following classifications of beginning school nurses **must** participate in IMAP-SN:

- Those who are employed as school nurses in an Indiana public school<sup>1</sup> or an accredited non-public school **AND**
- Have acquired an Indiana Provisional school nurse license after **July 1, 2006**.
- Those who hold a reciprocal school nurse license acquired after **July 1, 2006** (Reciprocal licenses are obtained because of certification in another state.)
- Those who are employed as a school nurse for at least three clock hours per day

**Note: Holding a current Professional Registered Nurse license and a valid license from DPS is a condition for both employment as a school nurse and participation in the IMAP-SN.**

<sup>1</sup> Public schools include charter schools, magnet schools, and schools operated by the Department of Corrections, Division of Special Education, and Department of Children and Family Services.

It is the responsibility of the school district to register beginning school nurses in the IMAP-SN each year within **10 days (or October 1, whichever is later)** of hire or assignment to a school district. **Registration is required on an annual basis**, until beginning school nurses have met all IMAP-SN requirements. Please contact DPS for a list of certified school nurse mentors.

### ***IMAP-SN Contacts and Resources***

#### **Office of Educator Licensing and Development**

- You may contact the staff at [IMAPhelp@doe.in.gov](mailto:IMAPhelp@doe.in.gov) with questions regarding your program participation status and requirements of the program. You also need to report changes in your employment/school address.
- You may visit the DPS website at [www.doe.in.gov/dps](http://www.doe.in.gov/dps) for additional information regarding the program.

#### **Division of Licensing**

You may contact the Division of Licensing for questions about your licensing status and application process at:

Local telephone: **1-317-232-9010**      Toll Free telephone Number: **1-866-542-3572**

FAX: **317-232-9023**

E-mail at [dpshelpdesk@doe.in.gov](mailto:dpshelpdesk@doe.in.gov)

DPS Hours: 8:00 AM- 4:30 PM Eastern time

Monday- Friday (except on State Holidays)

## ***THE SCHOOL NURSE MENTOR***

School nursing practice should not be an isolated activity. You will have a mentor that is an experienced school nurse who has a thorough understanding of the standards and has completed mentor training courses. The mentor will be an individual with whom you can develop a level of trust and comfort that will promote sharing ideas, risk-taking, and a willingness to critique your practice. This mentor will provide support as you prepare your portfolio and reflect on and evaluate your practice. Confer with your mentor to explore new ideas in the practice of school nursing. Throughout this process, you are encouraged to reflect on your practice, to share experiences with your mentor and colleagues, and to seek and give feedback to each other.

### ***QUALIFICATIONS OF A SCHOOL NURSE MENTOR***

A **certified school nurse mentor** is a proficient practitioner who:

1. Has a current Registered Nurse license from Indiana Professional Licensing Agency and a School Services license with the School Nurse endorsement (for a minimum of 3 years) from the Division of Professional Standards
2. Has the permission of their local school district to be a mentor;
3. Has three or more years experience as a school nurse;
4. Holds a BSN and/or MSN
5. Completes the **state-approved training program for school nurse mentors**

Any school nurse having these credentials who has retired within the past five years is eligible to be a mentor.

**Note: A beginning school nurse may not be mentored by a department supervisor or administrator who participates in his/her evaluation.**

### ***What Are the Responsibilities of a Certified Mentor/Mentor Team Member?***

- to provide two-years of support to a beginning school nurse in demonstrating effective school nursing practice
- to clarify for the beginning school nurse his/her role and responsibility in the IMAP-SN and implications for licensing
- to encourage the beginning school nurse to participate in state and national school nursing organizations and attend professional development opportunities
- to provide the beginning school nurse a minimum of 10 face-to-face contact hours per academic year
- to observe the beginning school nurse in their practice setting
- to assist the beginning school nurse in reviewing portfolio related activities
- to document the types and frequency of support provided to the beginning school nurse



***How the Mentee Should Address Problems or Issues with their IMAP-SN Mentor***

The first point of contact for problems or issues with the IMAP-SN Mentor is to speak directly to the mentor. If the situation is not resolved, the next step is to talk to the principal or district facilitator. He/she is responsible for ensuring that your certified mentor provides appropriate professional support and for facilitating opportunities for your certified mentor to meet with you on a regular basis.

## ***GUIDELINES FOR THE DEVELOPMENT OF THE SCHOOL NURSING PORTFOLIO***

### ***The Focus of Your Portfolio***

The strength of a portfolio is that it provides scorers with multiple sources of information about your practice. You will be asked to:

- Describe the context of your school nursing practice
- Identify an assessment process and then conduct the assessment
  - School community- health trend or risk factors for population group
  - Individual student health concern
- Develop school nursing goals and an intervention plan
  - Use standardized nursing language (NIC, NOC, & NANDA) where appropriate
- Evaluate the intervention process and outcome
- Evaluate school nursing practice and professional growth

Decisions you make at the outset of this assessment will influence the portfolio you produce. Those critical decisions begin with your understanding of the health needs of the students and the school-community and your selection of the school nursing goals that you will use to represent your practice. The focus of your portfolio can be on a school-wide issue, a group issue, or an individual issue.

### ***The School Nurse Mentor Assessment Tool***

The School Nurse Mentor Assessment Tool (Appendix C) has been developed to assist the nurse mentee and the mentor in establishing goals and a work plan for the development of the portfolio.

## OVERVIEW OF THE SCHOOL NURSING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
TASK A: THE CONTEXT OF YOUR SCHOOL NURSING PRACTICE	✓ Describe the context of your school nursing practice and the relationship of your role to the student(s) and school community needs.	<input type="checkbox"/> School Profile Form <input type="checkbox"/> School Nursing Practice Narrative (6 pages)
TASK B: DEVELOPMENT OF AN ASSESSMENT	✓ Select an identified need for an individual student, a group of students, or the school community and describe the assessment process.	<input type="checkbox"/> School Nursing Assessment Narrative (6 pages)
TASK C: DEVELOPMENT OF SCHOOL NURSING GOALS AND INTERVENTION PLAN	✓ Develop goals from assessment data. For the purposes of this portfolio select one goal and two consequent measurable objectives; describe the intervention plan developed to address the goal and objectives.	<input type="checkbox"/> School Nursing Intervention Narrative (6 pages)
TASK D: EVALUATION OF INTERVENTION PROCESS AND OUTCOME	✓ Evaluate process and outcome using the above objectives noted in Task C.	<input type="checkbox"/> School Nursing Evaluation Narrative (6 pages)
TASK E: EVALUATION OF SCHOOL NURSING PRACTICE AND PROFESSIONAL GROWTH	✓ Describe and evaluate your overall performance in the portfolio process	<input type="checkbox"/> School Nursing Performance Evaluation Narrative (6 pages)

**MAXIMUM NUMBER OF NARRATIVE PAGES: 30**

## **PART A: THE CONTEXT OF YOUR SCHOOL NURSING PRACTICE**




The purpose of Part A is to prepare a written narrative that establishes the context for the school nursing practice you will feature in your portfolio. This portfolio entry should provide an introduction to the school community where you practice. If you work in multiple schools choose one site for the purposes of this portfolio.

### **Task A.1: School Profile**

Complete the School Profile form (Appendix J) to set the context for your practice. This form will be the first page of your portfolio.

### **Task A.2: School Nursing Practice Narrative**

Write a six-page narrative that sets the context for your school nursing practice in terms of the emergent needs of the school, the students, and the community for your services. In your narrative respond to the following prompts:

-  Provide a brief description of your school and the community that it serves. Address demographics in Appendix J, including the impact of health, socio-economic and cultural factors on the school and community. Do not mention the name of your community or school.
-  Briefly describe the major policies that affect your practice (federal, state, community, school district, etc.).
-  Describe the strengths, challenges, and resources of the school-community.

### **WHAT TO SUBMIT**

- ☒ School Profile Form (Appendix J)
- ☒ School Nursing Practice Narrative

### **KEY ELEMENTS IN THE EVALUATION OF PART A**

(as related to the Indiana Standards for School Nursing Professionals)

When reading your portfolio entries, scorers will look for the key evidence listed below:

- ✓ The school nurse is aware of community and school factors and health trends that impact his/her practice (needs assessment).
- ✓ The school nurse is sensitive to the various cultures and socio-economic groups represented in the school and community.
- ✓ The school nurse demonstrates an understanding of the strengths, challenges, and resources of the school and community in addressing health related barriers to learning.

## **PART B: DEVELOPMENT OF AN ASSESSMENT**








The school nurse will begin by choosing one identified health need noted in Part A and/or issue of concern which can be addressed within one academic year and is experienced by either the entire body of students, a group of students, or an individual student in the school-community. The school nurse will then complete a more in-depth assessment of that particular need and highlight steps taken to complete a comprehensive school nursing assessment.

### **Task B.1: Assessment Planning**

Develop an assessment plan which utilizes a systematic method of data collection.

### **Task B.2: Assessment Narrative**

Write a six-page narrative in which you describe the method of assessment, and rationale to support the chosen method. Use the information below as a guide to write the narrative:

-  Conduct a nursing assessment to collect comprehensive data pertinent to the client's health or situation which identifies an issue of concern affecting student health and academic performance. Elaborate on the process and outcome. (The client in this situation may be an individual student, a group of students, a student and their family, or the entire school community including faculty and staff.)
-  Explain how and why the identified health need was chosen to be addressed in the portfolio. Describe the relationship between learning and the identified health need.
-  Describe the process of conducting an in-depth assessment of the identified health need.
-  Elaborate upon the identified health need and the setting(s) where it occurs.
-  Identify factors that influence the ability to address the identified health need (e.g., health status, developmental stage, special learning needs and learning styles).
-  Outline the responses of the school community (i.e. peers, teachers, administrators, families, other adults, etc.) to the identified need.
-  Reflect on strengths (internal and external resources) and potential barriers to addressing the identified health need as it impacts student learning.

### **WHAT TO SUBMIT**

☒ School Nursing Assessment Narrative

### **KEY ELEMENTS IN THE EVALUATION OF PART B** (as related to the Indiana Standards for school nursing professionals)

When reading your portfolio entries, scorers will look for the key evidence listed below:

- ✓The school nurse collects appropriate information to document and assess aspects of the various factors in the community, school, and in families that affect children's health and well-being, physical, social and emotional development, and academic achievement.
- ✓The school nurse understands the process of nursing assessment in the school community in the development of school nursing services.
- ✓The school nurse utilizes methods of systematic assessment (e.g., in-depth needs assessment, survey, nursing assessment with clinical findings, development of comprehensive, holistic health history) and other research based assessment techniques and tools as appropriate.
- ✓The school nurse incorporates information regarding developmental stages, learning styles, and special learning needs into the assessment process.

## **PART C: DEVELOPMENT AND IMPLEMENTATION OF SCHOOL NURSING GOALS AND AN INTERVENTION PLAN**

Preparation for standards-based practice requires the ability to derive a nursing diagnosis based on assessment data and identify nursing outcomes and interventions using standardized nursing language as well as developing nursing goals and objectives to address population-based health needs through health education and health promotion activities. Based on Parts A and B, and for the purpose of this portfolio, choose a student or a group within the school community and identify one health problem that can be adequately addressed within an academic year.

In Part C write one overall goal and develop two measurable objectives for either a group of students or the school community, or for an individual student, identify two nursing outcomes based on a nursing diagnosis. The nursing outcomes and goal/objectives should also address the impact of the health problem on academic achievement.






. Next, develop and describe the nursing intervention plan to be implemented that will meet the goal and objectives. After each step described, reflect on your practice.

### **TASK C1: SCHOOL NURSING INTERVENTION PLANNING OUTLINE**

Based on the results of the assessment completed in Part B, identify one overarching goal and write two objectives. Based on current research on the issue, develop an intervention plan to address the goal/objectives or meet the expected nursing outcomes (for an individual student). The plan should include collaboration/consultation with members of the school community and health care community including students, parents, teachers, administrators and health care providers. Outline the process of implementation. When collecting data to evaluate student outcomes, a signed parental permission form is required. Complete the parental permission form provided in Appendix K.

### **TASK C2: SCHOOL NURSING INTERVENTION NARRATIVE**

Write a six-page narrative in which you describe the steps taken to develop and implement the nursing intervention plan. Use the information below as a guide to writing the narrative:

-  Describe your rationale for selecting the goal and measurable objectives/nursing diagnosis and nursing outcomes based on the nursing assessment completed for Part B.
-  Describe how you selected and developed a strength-based nursing intervention plan and determined the nursing outcomes. Explain the rationale for your choice based on the nursing assessment you conducted for Part B and your knowledge of best practices and applicable research.
-  Describe how your intervention plan will impact student health and well being, learning and academic performance.
-  Identify the strengths and challenges of implementing the intervention plan.
-  Answer the following questions in your narrative:
  - How will you collaborate with the student services team to meet the individual health needs of student(s)?
  - What steps did you take to ensure you are not duplicating services provided within your building and school district?

## WHAT TO SUBMIT

✉ School Nursing Intervention Narrative

### KEY ELEMENTS IN THE EVALUATION OF PART C (as related to the Indiana Standards for school nursing professionals)

When reading your portfolio entries, scorers will look for the key evidence listed below:

- ✓ The school nurse identifies one goal and two measurable objectives relevant to Part A and Part B.
- ✓ The school nurse develops an intervention plan that addresses the goal and objectives.
- ✓ The school nurse selects interventions based on best practices<sup>1</sup> and available research.
- ✓ The school nurse makes connections between student(s) learning and academic performance as it relates to his/her intervention efforts.
- ✓ The school nurse develops and implements a strengths-based intervention plan which addresses the identified need. This plan should include collaboration/consultation with the school community, including students, parents, teachers, administrators, and others.

<sup>1</sup> Best practices are preferred approaches to intervention based on a body of professional experience and/or research








## **PART D: EVALUATION OF INTERVENTION PROCESS AND OUTCOME**

Preparation for standards-based practice requires the ability to evaluate your intervention and examine the implications for your practice. Using objectives identified in Part C, select tools to evaluate the resulting processes of intervention and their outcomes. Using these tools in the narrative, describe, evaluate, and reflect on the process and its outcome.

### **TASK D: SCHOOL NURSING EVALUATION NARRATIVE**

Select evaluation tools appropriate to the process and outcome for your objective(s). These tools may be process recordings evaluated by a mentor; narratives or evaluations by users of services; structured observations by peers, supervisors or mentors; and other assessment instruments. Write a six-page narrative describing the intervention process and its evaluation. Use the information below as a guide to write the narrative:

-  Describe your rationale for selecting the evaluation tool(s) making any appropriate connections with available research.
-  Describe how you implemented the evaluation plan and challenges of the evaluation process.
-  Describe the results of the evaluation in relation to the objectives and implications for your practice.
-  Describe the impact of your intervention on student(s) learning, growth, and/or development.
-  Discuss the possible effect of your outcomes on the student(s), teacher(s), parent(s), school and the community.

#### **WHAT TO SUBMIT**

-  School Nursing Evaluation Narrative

#### **KEY ELEMENTS IN THE EVALUATION OF PART D**

(as related to the Indiana Standards for school nursing professionals)

When reading your portfolio entries, scorers will look for the key evidence listed below:






- ✓ The school nurse aligns evaluation tools with the measurable objectives.
- ✓ The school nurse interprets and uses research, including current understandings of best practices, to guide the evaluation process.
- ✓ The school nurse analyzes the results of evaluations and how the results impact his/her practice.
- ✓ The school nurse makes connections between the desired outcomes and student(s) learning, growth and/or development.

## **PART E: EVALUATION OF ONE’S OWN PRACTICE AND PROFESSIONAL GROWTH**

Standards-based practice requires the ability to evaluate one’s own practice and to utilize this information for professional growth and the improvement of practice.

### **TASK E: SCHOOL NURSING PERFORMANCE EVALUATION NARRATIVE**

Write a six page narrative describing and assessing your overall performance in the portfolio process. Use the information below as a guide to writing the narrative:

-  Discuss the benefits and challenges encountered while implementing Parts A-E of the portfolio process.
-  Discuss the connection between your practice and the learning, growth, and/or development of students.
-  Discuss your professional growth during this process.
-  Overall, what might you do differently in your practice as a result of this process and why?
-  Identify areas in which you would benefit from additional reading, training, research and/or mentoring or supervision.

#### **WHAT TO SUBMIT**

-  School Nursing Performance Evaluation Narrative

#### **KEY ELEMENTS IN THE EVALUATION OF PART E**

(as related to the Indiana Standards for School Nursing)

When reading your portfolio entries, scorers will look for the key evidence listed below:

- ✓ The school nurse engages in continuous learning to enhance professional growth and improve practice.
- ✓ The school nurse demonstrates an awareness of the connection between student learning, growth and/or development and his/her practice.
- ✓ The school nurse uses self-assessment to identify areas for professional growth

## ***PREPARING YOUR SCHOOL NURSING PORTFOLIO***

### ***Materials Required for your Portfolio***

The following supplies are needed to assemble the portfolio:

- One (1) letter-size (8 ½" x 11") accordion folder.
- Binder clips- 3 large enough to hold 30+ pages

### ***Assembling Your Portfolio***

Into **ONE** letter-sized (8 ½ x 11 inch) accordion folder, submit the following:

- The paper clipped packet of completed forms located in Appendix F, G, H, and I
- The original portfolio ***and***
- One clearly readable, **single-sided copy** of the portfolio, including copies of work samples. *Be sure that double-sided originals are copied completely.*
- Secure the original and the copy of the portfolio with binder clips.
- Do not enclose individual portfolio pages in plastic page protectors.

***Note: Retain a complete copy of the portfolio to ensure that the portfolio can be replaced in the event that it is lost or misdirected in the mail.***

\* See the Portfolio Assembly Checklist at the end of this section for a summary of the requirements and format to be used for preparing the portfolio for submission.

## **DOCUMENTATION AND NARRATIVES**

Preparing the portfolio requires collecting information regarding students' needs, developing evaluations of nursing process, interventions and outcomes, and writing narratives that explain the choice(s) made as a school nurse (e.g., what was the intervention, what techniques were used, and why certain decisions were made). The school nursing portfolio is composed of two general types of information: documentation and narratives.

*Documentation* may include items such as assessment tools, case studies, observations, and narratives.

*Narratives* are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for narratives in each portfolio part. The portfolio must be prepared in the following format:

- *Typed on 8 ½" x 11" white paper*
- *Double-spaced with 1" margins on all sides*
- *Maximum of six pages, one- sided for each section of narrative*
- *12 point, Times New Roman font*

***Note that narratives must adhere to page limitations as specified in the portfolio.*** Scorers are instructed not to read additional text beyond these limitations.

## PAGINATION

The School Profile Form (Appendix J) is the first page of the portfolio but *is not numbered*. The pagination process starts with the next page. Make sure that every page of your portfolio is paginated, including nursing forms and assessment tools. Page numbers may be handwritten.

## CANDIDATE IDENTIFICATION NUMBER

Your Candidate Identification Number (Candidate ID #) is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For School Nursing, the coding is as follows:

SN + last two digits of submission year + SSN (e.g., If the submission year were 2008 and your Social Security Number were 123-45-6789, the code would be SN08-123456789).

**Label *all* portfolio pages (documentation, student work, and narratives) with your Candidate ID number.** If a word processor is used, include your Candidate ID number as a running header or footer on every page of the portfolio.

## CONFIDENTIALITY

If collecting student data to evaluate student outcomes, a signed parental permission form is required (Appendix K). Every effort is made to keep your name, school, and student's names confidential. The portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purpose, written permission will be requested. See Appendix D for an explanation of IMAP-SN policies related to portfolio materials.

***Do not use your name or the name of your school in any part of your portfolio documentation. Remove students' names from any material.*** If necessary, use "white-out" fluid, correction tape, or black marker to conceal students' names and your name or the name of your school. One-sided photocopies of student work and school materials that are legible are acceptable.

## IMPORTANT FORMS TO INCLUDE WITH YOUR PORTFOLIO

Complete the forms found in appendices F, G, H, and I. Paper clip them together in alphabetical order and place in the front of the accordion folder, in front of the actual portfolio.

***Do not include these as part of the pagination of your portfolio. They will be processed separately.***

- *Return Receipt Form (Appendix F)*-This form will be date stamped and returned to you following receipt of your portfolio.
- *School Nursing Portfolio Authenticity Sign-Off Form (Appendix G)*
- *School Nursing Demographic Information Form (Appendix H)*
- *Portfolio Reflection Form (Appendix I)*

## PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your portfolio includes the following materials **in the following order**:

### ☒ **APPENDICES F, G, H, and I**

#### ☐ **Complete the four forms**

1. Return Receipt Form (Appendix F)
2. School Nursing Authenticity Sign-off Form (Appendix G)
3. School Nursing Demographic Information Form (Appendix H)
4. School Nursing Portfolio Reflection Form (Appendix I)

#### ☐ **Photocopy each form and keep the photocopies for your records**

#### ☐ **Arrange the original forms in alphabetical order, fasten with a paper clip, and place in the front of your accordion folder**

### ☒ **PORTFOLIO**

#### ☐ **Verify the following:**

1. Your portfolio has been typed on 8½" x 11" white paper, one-sided, double-spaced with 1" margins all the way around; use Times New Roman in a 12 point font
2. Each narrative entry has a title
3. Use the questions being answered as headings within the narrative
4. Each narrative is to be no more than 6 pages in length
5. Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials
6. All student work includes the corresponding task number to which it pertains
7. Handwritten documents are legible
8. *Every page has your candidate ID number on it.*

#### ☐ **Assemble the following forms, documentation and narratives in the order listed below.**

- Task A.1: School Profile Form (Appendix J)
- Task A.2: School Nursing Practice Narrative
- Task B.2: School Nursing Assessment Narrative
- Task C.2: School Nursing Intervention Narrative
- Task D: School Nursing Evaluation Narrative
- Task E: School Nursing Performance Evaluation Narrative

#### ☐ **Verify that pages in the portfolio are properly paginated- Review directions for pagination**

#### ☐ **Your Candidate ID # appears on each page of the portfolio**

#### ☐ **Make two (2) photocopies of the portfolio**

#### ☐ **Verify that copies are one-sided and every page is legible**

#### ☐ **Secure your original with a binder clip. Secure each copy with a binder clip** *Do not enclose individual portfolio pages in plastic page protectors*

#### ☐ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

## **DIRECTIONS FOR SUBMISSION OF THE SCHOOL NURSE PORTFOLIO**

Before submitting the portfolio, *it is your responsibility to ensure that all required documents meet the level of acceptable criteria. An incomplete portfolio is considered a “No Pass” portfolio* and will require that the school nurse re-submit a portfolio during a third year of participation in the IMAP-SN.

### **DEADLINES FOR SUBMISSION**

*Second year school nurses:* Completed portfolios must be postmarked on or before **May 1**.

*Third year school nurses:* School nurses who are redeveloping a portfolio because of having previously received a “No Pass” score must submit their new portfolios to the address indicated below by **February 1** to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1 will not be scored until the following summer with score notification in September.

### **DELIVERY AND MAILING ADDRESS**

*Via U.S. Mail, Express Mail or Hand Delivery:*  
Office of Educator Licensing and Development  
101 West Ohio Street, Suite 300  
Indianapolis, Indiana 46204  
ATTN: IMAP-SN Portfolio Assessment  
Phone: 1-317-232-9010 or 1-866-542-3672

## APPENDIX A

### STANDARDS FOR SCHOOL SERVICES PROFESSIONALS

The Standards for School Services Professionals are designed to serve as a core set of standards for all school services providers. These standards are not designed to serve as profession-specific standards in any school services area.

#### ***Standard 1: Students and the Learning Process***

***School Services Professionals promote the success of all students by facilitating the academic, emotional, social, and physical development of the student and the quality and effectiveness of the learning environment.***

##### *Performances*

School Services Professionals facilitate, engage in, and demonstrate a variety of prevention, intervention, and educational activities by means of:

1. using effective communication skills (oral and written) with other educators, parents, and other support and community social service agencies
2. collaboration with both internal and external publics
3. using effective instructional techniques with groups and individuals
4. protecting the rights and confidentiality of students, parents, and school personnel
5. recognizing a professional code of ethics which results in ethical decision making

##### *Knowledge*

School Services Professionals have knowledge and understanding of:

1. human growth and development and the impact of mental and physical disorders as related to students
2. student behavior and classroom management
3. student emotional, behavioral, and learning disabilities including biological bases of behavior
4. learning theory and instructional techniques
5. curriculum development and implementation in the schools
6. the role of technology in promoting both student learning and professional growth
7. learning goals in a diverse and pluralistic society

##### *Dispositions*

School Services Professionals believe in and are committed to:

1. the dignity and worth of all students
2. the proposition that all students can learn
3. sensitivity to the needs of all students
4. the acceptance of different learning and teaching styles
5. the importance of the teacher and student relationship
6. the understanding that societal forces and family issues influence learning

## ***Standard 2: Education and Learning Systems and Organizations***

***School Services Professionals understand the breadth and scope of education systems and learning organizations. They are able to facilitate processes and engage in practices that promote lifelong development and learning.***

### ***Performances***

School Services Professionals demonstrate the ability to:

1. practice collaborative approaches to the development of strategies that will lead to improved education and learning systems and organizations
2. improve educational programs through decisions and actions based on assessment, data collection, and empirical evidence
3. affirm the dignity and worth of all students by engaging in practices that value the contributions of all
4. operate educational programs efficiently within the economic parameters established by school governance
5. communicate effectively with all stakeholders in an education environment
6. engage stakeholders in problem solving
7. practice positive interpersonal relations
8. promote the purpose of schooling and the goals of education and learning systems and organizations

### ***Knowledge***

School Services Professionals have knowledge and understanding of:

1. the role and importance of schooling in a democratic society
2. the implications of public support for school funding
3. the establishment and maintenance of a safe and drug free environment in order to provide a positive school climate
4. the impact of interest groups on educational systems and schools
5. the structure, governance, and organizational principles of schools
6. the use of technology to facilitate learning and school management

### ***Dispositions***

School Services Professionals believe in and are committed to:

1. equitable treatment for all individuals
2. continuous self-evaluation and professional improvement
3. broad-based collaboration and cooperation
4. the practice of professional, ethical, and positive human relations, communication, and interpersonal skills

## ***Standard 3: Family and Community***

***School Services Professionals work within the educational system to promote lifelong development and learning. They collaborate with families and work with community resources to respond to student needs.***

### ***Performances***

School Services Professionals demonstrate the ability to:

1. empower families to be involved in collaborative approaches to their children's development
2. advocate for and protect the rights of students and their families
3. maintain positive working relationships with community-based agencies
4. work collaboratively with other professionals and programs to benefit students
5. communicate issues of families to other school personnel



### *Knowledge*

School Services Professionals have knowledge and understanding of:

1. family systems and how they impact student growth
2. rights of parents and students
3. availability of local and extended agencies, services, and resources
4. how to identify and work with various community service providers
5. diverse cultures and cultural factors which influence student and family relationships with schools
6. evolving social and demographic issues

### *Dispositions*

School Services Professionals believe and are committed to:

1. sensitivity to and appreciation of issues of diversity
2. respect for the needs of individual students and families
3. sensitivity to the issues, needs, and workings of community agencies
4. using positive approaches when working with students and families to resolve problems and achieve solutions
5. a proactive position toward programs which bring together families and community resources

### ***Standard 4: Assessment***

***School Services Professionals understand formal and informal assessment techniques and the theory and research upon which administration, application, and interpretation of such techniques are based. A variety of assessment techniques are employed within the specific area of competence of the professional as appropriate for the given situation.***

### *Performances*

School Services Professionals demonstrate the ability to:

1. develop an assessment plan designed to assess students within their area of competence
2. administer assessment instruments in an appropriate manner
3. interpret results of assessment in a manner understandable to diverse populations
4. apply results of assessment to curriculum, placement, and intervention decisions and plans

### *Knowledge*

School Services Professionals have knowledge and understanding of:

1. a variety of approaches to assessment and are firmly grounded in a theoretical orientation within which student problems may be conceptualized and assessed
2. standards for assessment as required for their specific area of competence
3. technical properties of assessment instruments including validity, reliability, test development, scoring scales, norms, and comparability of instruments within their area of competence
4. appropriate uses of assessment instruments, results, and interpretations based on knowledge from test materials, research, and standards for assessment
5. issues related to assessment of students from diverse cultural and linguistic backgrounds and individuals with disabilities
6. rights of individuals in assessment situations

### *Dispositions*

School Services Professionals believe and are committed to:

1. recognizing the limits of their area of competence and referring or seeking consultation when necessary
2. appreciating the limits of assessment instruments and the appropriate uses and interpretations of results obtained through assessment
3. valuing the need for multiple forms of assessment in evaluating students

### ***Standard 5: Intervention***

***School Services Professionals understand intervention and prevention options available to address the needs of students and the theory and research upon which such interventions are based. Interventions are employed as appropriate within the professional's area of competence.***

### *Performances*

School Services Professionals demonstrate the ability to:

1. develop and implement intervention strategies for individuals, groups, and systems
2. evaluate interventions before, during, and following implementation with individuals, groups, and systems
3. use appropriate interviewing and counseling skills
4. collaborate with other professionals to determine and address needs of individuals, groups, and systems
5. work effectively with parents and others to determine and address needs of students, families, and communities
6. determine and address the needs of individuals, groups, and systems in conflict and crisis situations
7. assist others in accessing school and community resources

### *Knowledge*

School Services Professionals have knowledge and understanding of:

1. a variety of theoretical approaches to intervention and have mastered at least one theoretical orientation within which student problems may be conceptualized and interventions may be developed and implemented
2. group processes, dynamics, and patterns of behavior and the theory and research related to individual interactions within groups
3. theory and research related to consultation service delivery, models, processes, and roles within the relationship
4. the impact of crises on individuals, groups, and systems, as well as current best practice in developing, implementing, and evaluating crisis intervention plans
5. the nature of conflict between individuals and groups and techniques to prevent and resolve conflict as related to the learning environment
6. school and community resources which may be accessed or developed to provide assistance to students
7. procedures to determine needs of individuals, groups, and communities, and strategies to develop interventions based on needs
8. evaluation procedures for programs and interventions

### *Dispositions*

School Services Professionals believe and are committed to:

1. valuing and respecting all persons
2. exploring a range of prevention and intervention strategies designed to maintain the educational opportunities for all students
3. recognizing the limits of their expertise and referring or seeking consultation within the schools
4. respecting the role, knowledge, expertise, and contribution of other professionals within the schools

### ***Standard #6: Legal Issues***

***School Services Professionals are aware of and have an understanding of local, state, and federal laws that affect schools and the educational process.***

#### *Performances*

School Services Professionals:

1. advocate for and promote the rights and privacy of children and families
2. demonstrate professionalism in working relationships with community agencies
3. engage in activities which allow for collaboration with other staff and agencies to benefit students
4. maintain accurate and appropriate documentation for procedural accuracy

#### *Knowledge*

School Services Professionals have knowledge and understanding of;

1. state laws and administrative rules that impact students and schools
2. federal laws and regulations that impact students and schools
3. the Family Educational Rights and Privacy Act
4. civil and criminal liability laws as related to students and schools

### *Dispositions*

School Services Professionals believe and are committed to:

1. protecting the legal rights of students through enforcing state statutes related to child abuse
2. protecting the privacy rights of students and families through adherence to the Federal Education and Privacy Act
3. recognition of personal limitations in interpreting education and public health laws

### ***Standard 7: Ethics and Professionalism***

***School Services Professionals conduct themselves in an ethical and professional manner.***

#### *Performances*

School Services Professionals demonstrate:

1. the ability to articulate ethical standards and beliefs
2. the application of ethical principles to ethical dilemmas
3. continual professional growth through personal study, in-service training, and participation in professional associations

#### *Knowledge*

School Services Professionals have knowledge and understanding of:

1. ethical standards of their respective professions
2. laws and regulations regarding confidentiality and release of student information
3. the strength and limitations of their training and experience
4. continuing education opportunities

### *Dispositions*

School Services Professionals believe in and are committed to:

1. the right of each student to be treated with respect and dignity
2. the proposition that all students deserve the best service that can be offered
3. the student's right of choice and responsibility for decisions
4. continuing personal and professional growth and development
5. exercising professional judgment and conviction even in the presence of personal and professional risk
6. the professional practice in which they are competent

## **APPENDIX B**

### **STANDARDS FOR SCHOOL NURSING PROFESSIONALS**

The standards for school nursing professionals are an extension of the core *Standards for School Services Professionals* of the State of Indiana, approved May 20, 1998. Individuals seeking licensure in school nursing must meet both the core set of standards for School Services Professionals and the School Nursing: Scope and Standards of Practice. The Scope and Standards of Practice for School Nursing reflect the uniqueness of school nursing and the roles and functions of the school nurse. These standards were adopted by the Division of Professional Standards as part of the new licensure process for School Services Personnel.

### **SCHOOL NURSING PRACTICE**

The professional school nurse is a specialized position within the school district setting and is responsible for assisting students, their families, the school and the larger community in meeting student health care needs to support and facilitate students' growth, development and learning. Using the nursing process, school nurses address student health needs from both a clinical and community health perspective. School nurses work within multicultural contexts as they address the health needs of students to promote and support the students' academic and social success. They advocate for student health issues with schools, communities, and families as the student overcomes obstacles to health and wellness and accomplishes the tasks associated with learning, growth and development.

School nursing practice encompasses the standards for clinical nursing, public health, pediatrics, and nursing administration. Each of these areas of nursing add a dimension to school nursing practice that enables the nurse to provide comprehensive, professional care for individuals and the school community.

### **SCHOOL NURSING SCOPE AND STANDARDS OF PRACTICE**

School nurses are committed to the standards of school nursing and general nursing practice; the code of ethics of the nursing profession; federal and state laws and regulations as they pertain to nursing practice; the legal and ethical principles of confidentiality; and the legal principles which protect the rights of children with disabilities and other vulnerable groups. These serve as a guide to role implementation, interpretation, evaluation and ethical decision-making for the school nurse. In addition to an in depth understanding of the standards for school nursing the beginning school nurse must be familiar with the scope and standards of practice for other specialty areas that impact school nursing practice including pediatric nursing, nursing administration, public health nursing, and nursing professional development.

School nurses are responsible to themselves and because of the autonomous nature of their practice must engage in significant reflection for quality assurance. The standards of school nursing practice include standards of practice and standards of professional performance. School nurses maintain the highest levels of competency by adhering to the *Code of Ethics for Nurses with Interpretive Statements*, *Code of Ethics with Interpretive Statements for the School Nurse* and the current *Scope and Standards of Practice: School Nursing*.

The standards of school nursing practice describe a competent level of school nursing practice and professional performance. They are authoritative statements that address the accountability, direction and evaluation of school nurses. Included in these statements are the themes that

underlie all nursing practice and have significant meaning for school nursing practice (ANA & NASN, 2005.) These themes include:

- Providing age appropriate, culturally and ethnically sensitive care
- Maintaining a safe environment
- Educating patients (clients) about healthy practices and treatment modalities
- Designing and developing health education materials and activities that are age appropriate, and address the client's learning needs, readiness to learn, and cultural values and beliefs
- Assuring continuity of care
- Coordinating the care across settings and among caregivers
- Managing information
- Communicating effectively
- Utilizing technology

The Standards of School Nursing Practice reflect the steps of the nursing process which is the foundation for the critical thinking for all registered nurses.

**Standard 1. *Assessment***

The school nurse collects comprehensive data pertinent to the client's health or the situation.

**Standard 2. *Diagnosis***

The school nurse analyzes the assessment data to determine the diagnosis or issues.

**Standard 3. *Outcomes Identification***

The school nurse identifies expected outcomes for a plan individualized to the client or the situation.

**Standard 4. *Planning***

The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

**Standard 5. *Implementation***

The school nurse implements the identified plan.

**Standard 5A. *Coordination of Care***

The school nurse coordinates care delivery.

**Standard 5B. *Health Teaching and Health Promotion***

The school nurse provides health education and employs strategies to promote health and a safe environment.

**Standard 5C. *Consultation***

The school nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

**Standard 5D. *Prescriptive Authority and Treatment***

The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations

**Standard 6. *Evaluation***

The school nurse evaluates progress towards achievement of outcomes.

The Standards of School Nursing Professional Performance describe the expected behaviors of the nurse in the role of a school nurse.

**Standard 7. *Quality of Practice***

The school nurse systematically enhances the quality and effectiveness of nursing practice.

**Standard 8. *Education***

The school nurse attains knowledge and competency that reflects current school nursing practice.

**Standard 9. *Professional Practice Evaluation***

The school nurse evaluates one's own nursing practice in relation to professional standards and guidelines, relevant statutes, rules, and regulations.

**Standard 10. *Collegiality***

The school nurse interacts with and contributes to the professional development of peers and school personnel as colleagues.

**Standard 11. *Collaboration***

The school nurse collaborates with the client, the family, school staff, and others in the conduct of school nursing practice.

**Standard 12. *Ethics***

The school nurse integrates ethical provisions in all areas of practice.

**Standard 13. *Research***

The school nurse integrates research findings into practice.

**Standard 14. *Resource Utilization***

The school nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of school nursing services.

**Standard 15. *Leadership***

The school nurse provides leadership in the professional practice setting and the profession.

**Standard 16. *Program Management***

The school nurse manages school health services.

## APPENDIX C

### *School Nurse Mentor Assessment Tool*

Name of Mentee: \_\_\_\_\_

Date: \_\_\_\_\_

Years/months of experience as a school nurse: \_\_\_\_\_

Years of experience as a nurse: \_\_\_\_\_

**Rating Scale:** *1- No experience      2- Some experience but needs improvement      3- Experienced*

<b>Knowledge:</b> The school nurse has knowledge about:		<b>1</b>	<b>2</b>	<b>3</b>
	Current theory research and practices related to health care for school-aged children			
	Principles and practices of community health, including school health services, health education, and environment and health safety			
	Health assessment skills			
	Health teaching skills			
	Principles and practices of mental health promotion of children, youth, and adults, including case finding, counseling, consultation, and crisis intervention in situations related to the health status of students			
	Family systems and social health problems, including nutrition and eating disorders, child abuse and neglect, violence, drug and alcohol abuse, adolescent pregnancy, HIV/AIDS, STD's, and other communicable diseases			
	Federal, state, and local rules, guidelines, and procedures to meet the school health needs of all children and youth			
	Legal rights and due process for education of children who are physically and /or mentally challenged			
	Nursing procedures for children who are technology dependent			
	Health beliefs of different cultures and how they impact health care delivery, adherence to health care plans, and education in the classroom			
	Interdisciplinary team skills			
	Principles and practices and legal issues of leadership in the provision of health care in the school setting			



**THE SCHOOL NURSE HAS KNOWLEDGE AND SKILLS RELATED TO THE FOLLOWING BASIC COMPETENCIES BASED ON STANDARDS OF CARE OF SCHOOL NURSING PRACTICE:**

*Rating Scale: 1- No experience      2- Some experience but needs improvement      3- Experienced*

<b>Standard 1: Assessment</b> - <i>The school nurse collects comprehensive data pertinent to the client's health.</i>				
<b>The school nurse has the knowledge and skills to:</b>		1	2	3
1a.	Use appropriate evidence-based assessment techniques and instruments in collecting pertinent data.			
1b.	Assess student health status using data collected from the student, parent, school staff, and health care provider(s)			
1c.	Conduct screening programs to identify potential health strengths and needs that affect a child's ability to learn			
1d.	Assess the school environment and program to determine modifications necessary to meet student health and safety needs			
1e.	Assess student/staff education needs for health information, inn collaboration with faculty and administration			
1f.	Conduct nursing assessments to determine the physical and social/emotional status of the student			
<b>Standard 2. Diagnosis-</b> <i>The school nurse analyzes the assessment data in determining nursing diagnosis</i>				
<b>The school nurse has the knowledge and skills to:</b>		1	2	3
2a.	Validate the assessment data on individuals, families, and groups			
2b.	Interpret health history information, medical reports, nursing observations, and test results to develop nursing diagnoses			
2c.	Establish priorities			
<b>Standard 3. Outcome identification-</b> <i>The school nurse identifies expected outcomes individualized to the client.</i>				
<b>The school nurse has the knowledge and skills to:</b>		1	2	3
3a.	Evaluate health outcomes of the school environment and program changes and create situation specific ways to measure results			
3b.	Assess the cultural health beliefs of students to determine the impact on health care delivery, health care compliance, and education			
3c.	Assess the developmental characteristics of students to determine the impact on health care delivery, health care compliance, and education			
3d.	Identify resources and establish time frames and criteria to measure results			

*Rating Scale: 1- No experience*

*2- Some experience but needs improvement*

*3- Experienced*

<b>Standard 4. Planning-</b> <i>The school nurse develops a plan of care/action that specifies interventions to attain expected outcomes</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1 2 3</b>
4a.	Review assessment information and state these findings in functioning levels and needs in the school setting			
4b.	Develop a health care plan to meet the student's individual health needs in the school setting			
4c.	Develop a plan to promote health and reduce risk factors			
4d.	Collaborate with the school system and community to plan health related activities for individual students and groups of students			
<b>Standard 5. Implementation-</b> <i>The school nurse implements the identified plan</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1 2 3</b>
5a.	Provide direct health services for the student when appropriate			
5b.	Facilitate consultation to stakeholders that enhances the understanding, implementation and effectiveness of healthcare plan			
5c.	Manage the health care plan for the student's special health needs related to the educational program including after school activities			
5d.	Delegate and supervise delivery of care by unlicensed assistive personnel			
5e.	Develop educational and program strategies to address the developmental needs and the cultural and ethnic health beliefs of students and their families			
5f.	Provides leadership in the coordination of education and healthcare systems and community resources that enhance the delivery of care			
5g.	Through health teaching and health promotion strategies the school nurse enhances health literacy and promotes a healthy and safe environment			
<b>Standard 6. Evaluation-</b> <i>The school nurse evaluates the client's progress toward attainment of outcomes</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1 2 3</b>
6a.	Evaluate the student health care plan and revise the plan as needed to meet the current needs of the student			
6b.	Evaluate delivery models for health care			

**THE SCHOOL NURSE HAS KNOWLEDGE OF THE FOLLOWING BASIC COMPETENCIES BASED ON STANDARDS OF PROFESSIONAL PERFORMANCE OF SCHOOL NURSING PRACTICE**

*Rating Scale: 1- No experience      2- Some experience but needs improvement      3- Experienced*

<b>Standard 7. Quality of Practice-</b> <i>The school nurse systematically evaluates the quality and effectiveness of school nursing practice.</i>			
<b>The school nurse has the knowledge and skills to:</b>		<b>1</b>	<b>2   3</b>
7a.	Demonstrates quality by documenting the application of the nursing process		
7b.	Develop recommendations to enhance the school environment and/or modify the school program in order to meet student health and safety needs		
7c.	Evaluate school staff trained to carry out designated health care procedures		
7d.	Participate in quality assurance activities such as development of policies and procedures		
7e.	Obtain and maintain national certification in school nursing and state certification (if available)		
<b>Standard 8. Education-</b> <i>The school nurse acquires and maintains current knowledge and competency in nursing practice.</i>			
<b>The school nurse:</b>		<b>1</b>	<b>2   3</b>
8a.	Participates in ongoing educational activities related to appropriate knowledge bases and professional issues		
8b.	Acquires knowledge and skills appropriate to the specialty area, practice setting, role, or situation		
8c.	Maintains competence in clinical practice and role performance through experience and independent learning activities		
8d.	Uses current health care research findings and other evidence to expand clinical knowledge and increase knowledge of professional issues		
8e.	Demonstrates evidence of participation in relevant continuing education programs		
<b>Standard 9. Professional Practice Evaluation-</b> <i>The school nurse evaluates one's own nursing practice in relation to professional practice standards and relevant statutes, regulations, and policies.</i>			
<b>The school nurse has the knowledge and skills to:</b>		<b>1</b>	<b>2   3</b>
9a.	Appraise performance through constructive comments from peers and supervisors, self-assessment, and adherence to relevant regulations		
9b.	Develop personal goals for professional development		

**Rating Scale: 1- No experience      2- Some experience but needs improvement      3- Experienced**

<b>Standard 10. Collegiality-</b> <i>The school nurse interacts with and contributes to the professional development of peers and school personnel as colleagues.</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1   2   3</b>
10a.	Collaborate with school personnel, students, parents, and primary health care provider to establish an effective reciprocal referral system			
10b.	Participate as a member of the interdisciplinary school teams as an advocate for student health and well being			
<b>Standard 11. Collaboration-</b> <i>The school nurse collaborates with the student, family, school staff, community, and other providers in providing client care</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1   2   3</b>
11a.	Articulate clearly the value and role of the nurse in the school setting			
11b.	Understand the organizational structures that influence the delivery of school health services			
11c.	Act as a liaison among school, community health agencies, care providers, parents, and students to improve adherence to student health care plans, school improvement plans, and school safety plans.			
11d.	Collaborate with school systems and community to plan wellness activities for school staff, parents, and others in the community			
<b>Standard 12. Ethics-</b> <i>The school nurse integrates ethical provisions in all areas of practice</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1   2   3</b>
12a.	Demonstrate understanding of professional standards and state regulations			
12b.	Maintain confidentiality within legal and regulatory parameters of both health and education			
12c.	Uses <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2001)</i> to guide practice			
<b>Standard 13. Research-</b> <i>The school nurse integrates research findings into school nursing practice</i>				
<b>The school nurse has the knowledge and skills to:</b>				<b>1   2   3</b>
13a.	Base practice on current knowledge, theory, and research			
13b.	Apply evidence-based practices to school nursing			

*Rating Scale: 1- No experience      2- Some experience but needs improvement      3- Experienced*

<b>Standard 14. Resource Utilization-</b> <i>The school nurse considers factors related to safety, effectiveness, impact, and cost in planning and delivering care</i>				
<b>The school nurse has the knowledge and skills to:</b>		<b>1</b>	<b>2</b>	<b>3</b>
14a.	Assess economic, legal, political and safety factors that influence health care delivery in schools and communities			
14b.	Collaborate with community agencies to reduce duplication and expand resources			
<b>Standard 15. Leadership-</b> <i>The school nurse provides leadership in the professional practice setting and profession</i>				
<b>The school nurse has the knowledge and skills to:</b>		<b>1</b>	<b>2</b>	<b>3</b>
15a.	Promote the advancement of the profession through participation in professional nursing, school nursing and school health organizations			
15b.	Participate in key roles on school and community councils, administrative teams and committees			
15c.	Demonstrate a commitment to continuous, life-long learning for self and others			
15d.	Develop a clear vision, associated goals, and a plan to implement and measure progress			
15e.	Demonstrates knowledge of the philosophy and mission of the school district including its programs and services			
15f.	Understands the roles of other school professionals and adjunct personnel			
15g.	Coordinates the roles and responsibilities of adjunct school health personnel			
15h.	Mentor others as they grow in their role as a school nurse			
15i.	Mentors others in the school and community through quality work and professional practice			

*Rating Scale: 1- No experience      2- Some experience but needs improvement      3- Experienced*

<b>Standard 16. Program Management- <i>The school nurse manages school health services</i></b>				
<b>The school nurse has the knowledge and skills to:</b>				
		<b>1</b>	<b>2</b>	<b>3</b>
16a.	Manages school health services in the school environment			
16b.	Develop community partnerships and utilize a wide range of resources			
16c.	Design disease prevention and health promotion strategies for students and school staff			
16d.	Adapts and uses technology in the work setting to facilitate provision of health services and program evaluation			
16e.	Develop and implement health policies and procedures in collaboration with school administration, and other health care professionals			
16f.	Orient, train, supervise and evaluate unlicensed assistive personnel and other health care providers			
16g.	Evaluate health care delivery models			

American Nurses Association and National Association of School Nurses (2005). *School Nursing: Scope and Standards of Practice*. Silver Spring, MD: nursesbooks.org

*School Nursing: Scope and Standards of Practice* has been used as a framework for the development of the School Nurse Mentor Program Assessment Tool. The language used in the document reflects actual and modified versions of the School Nursing: Scope and Standards of Practice (NASN/ANA 2005).

### **School Nurse Mentor Work Plan**

The Work Plan will be developed in collaboration with the mentor who is assigned to work with the mentee.

Goals:

1.

2.

3.

\_\_\_\_\_ Pass- The participant has successfully completed the established goals and objectives.

\_\_\_\_\_ Fail- The participant has not completed the established goals and objectives.

Action needed to complete the program \_\_\_\_\_

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

## APPENDIX D

### THE PROCESS FOR THE EVALUATION OF THE SCHOOL NURSING PORTFOLIO

The School Nursing portfolios submitted during a beginning school nurse's second year of participation in IMAP-SN are scored during the summer. Each portfolio is evaluated by at least two experienced scorers with extensive school nursing experience.

#### The Portfolio Evaluation Process

##### 1. Collecting and recording evidence through note taking

At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

##### 2. Interpreting the evidence

Evidence is then organized around a series of **Guiding Questions** that are derived from the *School Nursing: Scope and Standards of Practice*. (Guiding Questions are found in this handbook in the boxes entitled "Key Elements in the Evaluation")

##### 3. Evaluating the quality of the school nursing practice documented in the portfolio

Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

##### 4. Reaching an agreement on the score

Once each scorer has reached a decision about the quality of the portfolio, both scorers reconvene, review their individual evaluations, and reach an agreement on a final portfolio score.

##### 5. Re-scoring of portfolios not meeting the acceptable performance standard

Any portfolio that does not meet the performance standard of "Pass" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "No Pass," then a third scorer, the Lead Scorer, will read the portfolio for score confirmation.

##### 6. Providing information about the portfolio

An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Your superintendent of schools will receive notice of your passing/failing the Portfolio and will not receive a numeric score in accordance with state regulations.

##### 7. Additional performance feedback

School nurses whose portfolios do not meet the "Pass" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the school nurse about his/her portfolio evaluation.



## APPENDIX E

### FRAMEWORK FOR THE EVALUATION OF THE SCHOOL NURSING PORTFOLIO

The framework for the portfolio evaluation is organized around the **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. These questions are located in the “Key Elements for Evaluation” box following each task description. Beginning school nurses may use these questions to assess the quality of their own portfolios.

### STANDARDS OF PERFORMANCE FOR IMAP-SN SCHOOL NURSING PORTFOLIOS

Your portfolio will be scored utilizing the following rating scale:

**1** - The task has been completed. All required documentation has been submitted. Documentation displays that standards-based practices were researched and applied to this task.

**0** - The task has been completed. All required documentation has been submitted. Documentation displays that standards-based practices were not researched and/or applied to this task.

**NS**- This task has not been completed. The portfolio needs to be returned to the beginning school nurse for completion.

**CV**- The portfolio may contain evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 25-23, the Indiana Nurse Practice Act, Indiana Administrative Code 848 Articles 1,2, 4, & 5 and/or the NASN/ANA Scope and Standards of School Nursing.

**PASS:** The score of **1** signifies a pass for each of the Key Elements and demonstrates a level of competence that meets the standards of school nursing practice. The Completion Standard established for current IMAP-SN Portfolios is 80% or 16/20 areas listed as **Key Elements in the Evaluation** following each Part of the IMAP sections. An acceptable level of performance denotes fulfillment of the Completion Standard and eligibility for the Proficient Practitioner License provided all other requirements are met.

**NO PASS:** No Pass is signified by a score of **0**, **NS**, or **CV** (see above for description). It demonstrates a level of completion that does not meet the standards; deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner.

*Deficiencies in the portfolio documentation in Year Two would result in eligibility for a third year in the IMAP-SN and resubmission of a school nursing portfolio.*

*Deficiencies in the portfolio documentation in Year Three would result in ineligibility for the Proficient Practitioner License.*

*A score of "No Pass" in Year Two because of code violation (CV) would result in eligibility for a third year in the IMAP-SN only if requested in writing by the district superintendent of schools.*

*A score of "No Pass" in Year Three because of code violation (CV) would result in ineligibility for the Proficient Practitioner License.*

## STANDARDS OF COMPLETION FOR IMAP-SN SCHOOL NURSING PORTFOLIOS

Each beginning school nurse seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

### Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

#### 1. Comprehensiveness

All components of the school nursing portfolio are present: practice narrative, assessment plan, intervention plan, and evaluation tools (as outlined in portfolio handbook guidelines Part A-E).

#### 2. Adequacy

The contents of the portfolio reflect that the beginning school nurse has followed the portfolio handbook directions with regard to the following:

- Period of time practice is documented
- Sequence of portfolio tasks
- Content of the practice narratives (i.e. school nurse narrative is consistent with the questions asked)

#### 3. Timeliness of Submission

The portfolio must be postmarked by **May 1**. Exemptions to this deadline must be requested in writing to the Division of Professional Standards (DPS) and will only be granted upon a finding of good cause.

#### 4. Conduct in Accordance with Legal and Ethical Codes for Nursing and Education Practice

The school nurse practice documented in the portfolio must reflect professional and ethical conduct and adherence to all legal codes governing nursing practice.

#### Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning school nurse will be required to participate for an additional year in the IMAP-SN and re-submit a portfolio during year three. A copy of the letter informing the beginning school nurse that he/she has not met the standards of completion will be sent to the superintendent and principal.

#### Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning school nurse is considered to have not met the IMAP-SN requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible for licensure as a school nurse in the future, the candidate must petition the DPS to determine future eligibility for an Initial Practitioner License.

## **INVALIDATION OF SCHOOL NURSE PORTFOLIO SUBMISSIONS**

### **REQUIRED SCHOOL NURSE PORTFOLIO FORMAT**

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with overall scoring of the portfolio or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below:

- Portfolio handbook directions are not followed
- Components of the portfolio are missing (e.g., assessments, case studies, or commentaries)
- Work samples or other materials are illegible
- Some or all of the work samples are from practice other than the one highlighted in the portfolio unit
- The work is not original
- There is evidence that portions of the portfolio submission (e.g., assessment, case studies, narratives, videos) are not the school nurse's work or represent work that has been plagiarized
- There is evidence that ethical codes of conduct have been breached

The Portfolio Incident Report is then referred to the IMAP-SN Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent re-submission of a portfolio or another alternative as determined by the IMAP-SN.

*Note 1: Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "No Pass" but also in notification to the superintendent of schools.*

*Note 2: The Indiana Division of Professional Standards reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well-being of students has been jeopardized.*

### **Documentation of Special Circumstances**

Individuals who have a break in employment or take a leave of absence due to illness, maternity, or other extenuating circumstances, or request the postponement of their portfolio due to such extenuating circumstances, will not be penalized for the leave or decision to postpone completion.

A beginning school nurse may request additional time to submit an assessment portfolio by submitting a request for extension of time in a format approved by Division of Professional Standards. A request for extension of time must be received by the Division of Professional Standards at least 30 days before the deadline to submit the assessment portfolio, and a copy of this request must be transmitted simultaneously to the beginning school nurse's principal and superintendent.

The request for extension of time must identify the following three things:

- the extraordinary circumstances that prevent timely completion of the portfolio
- appropriate documentation of the extraordinary circumstances, such as medical records or physician's statements in the case of medical situations, evidence such as death certificates or court records in the case of family situations, statements from the principal and the superintendent in the case of emergency employment reassignment, etc.
- a statement of what work is completed, what work remains to be completed, and why completion is impossible in the time remaining

An appropriate extension may be granted if warranted.

### **Change in School Nursing Assignment from Year One to Year Two**

IMAP-SN is designed as a two-year assessment program with a third year available if necessary to complete requirements. Because a change in circumstances (which impacts the IMAP-SN portfolio participation area) between year one and two may impact a school nurse's opportunity to complete these requirements within this timeframe, a beginning school nurse may elect to extend this timeframe by "rolling back" his/her "participation year."

In cases where a change in participation year is granted, a school nurse who is actually in the second year of registration in IMAP-SN, will be considered "year one" in his or her new portfolio participation area.

## APPENDIX F

### RETURN RECEIPT FORM

#### Indiana Mentoring and Assessment Program for School Nurses

**Directions:** *Complete this form and place it as the first item in your accordion folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio: \_\_\_\_\_

Candidate Identification (ID) Number: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Registered Nurse License: State \_\_\_\_\_ Number \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address (es) : \_\_\_\_\_ ( home)

\_\_\_\_\_ (school)

School District/School Name \_\_\_\_\_

**The school will not receive notification of receipt of the candidate's portfolio. It is the candidate's responsibility to provide that information to their school corporation upon request.**

## APPENDIX G

### ATTESTATION BY BEGINNING SCHOOL NURSE

**DIRECTIONS:** *Please complete and place in your accordion folder when you submit your portfolio.*

This school nursing portfolio has been submitted as part of completing the Indiana Mentoring and Assessment Program for School Nurses and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the ultimate responsibility for compiling the portfolio documentation (including writing the commentaries) lies with the beginning school nurse. However, beginning school nurses are encouraged to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

#### Attestation by Beginning School Nurse

- I have primary responsibility for working with the students/classes profiled in this school nursing portfolio.
- If applicable, the video/ audio tape(s)/ CD-ROM/DVD submitted shows me working with the students/classes profiled in this school nursing portfolio.
- The student work included in the documentation is that of my students who are profiled in this portfolio.
- I am the sole author of the school nursing narratives and other written responses to portfolio questions and forms in this portfolio.
- There is no plagiarized material in the portfolio.

---

School Nurse Signature

---

School Nurse Name (printed)

---

Date

---

Candidate ID#

#### Attestation by Principal

To the best of my knowledge, the statements above are accurate.

---

Principal's Signature

---

Principal's Name (printed)

---

Date

---

Mentor's Signature

---

Mentor's Name (printed)

---

Date

## APPENDIX H

### SCHOOL NURSE DEMOGRAPHIC INFORMATION FORM

**DIRECTIONS:** *Please complete and place in your accordion folder when you submit your portfolio.*

*Note:* This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Candidate ID Number \_\_\_\_\_
2. Gender: \_\_\_\_ Female \_\_\_\_ Male
3. Ethnicity: \_\_\_\_ African American or Black, non-Hispanic  
\_\_\_\_ Asian American/ Pacific Islander  
\_\_\_\_ Native American  
\_\_\_\_ Hispanic  
\_\_\_\_ White, non-Hispanic  
\_\_\_\_ Multi racial
4. Primary work site: \_\_\_\_ Elementary School \_\_\_\_ High School  
\_\_\_\_ Middle/Junior High School \_\_\_\_ Other (Please specify) \_\_\_\_\_
5. Grade levels included in school where you work. \_\_\_\_\_
6. Your specific school nursing assignment (Check all that apply):  
Number of schools \_\_\_\_\_  
\_\_\_\_ General education  
\_\_\_\_ Exceptionalities (Special education, G/T, etc.)  
\_\_\_\_ Alternative education  
\_\_\_\_ Special population, specify \_\_\_\_\_  
\_\_\_\_ Other: (Please specify) \_\_\_\_\_
7. Which below characterizes your assigned mentoring situation during the IMAP-SN process?  
(Check one) \_\_\_\_ School Nursing mentor practicing in the state of Indiana  
\_\_\_\_ School Nursing mentor practicing in my school system  
\_\_\_\_ School Nursing mentor practicing in a neighboring school corporation  
\_\_\_\_ Retired School Nurse Mentor  
\_\_\_\_ Other- (please specify) \_\_\_\_\_
8. At which institution did you complete your Bachelor of Science in Nursing or your Master's preparation program/coursework (Check all that apply)  
\_\_\_\_ Ball State \_\_\_\_ Goshen College  
\_\_\_\_ Indiana University- Bloomington \_\_\_\_ IUPUI  
\_\_\_\_ Out-of-State: State \_\_\_\_\_  
University \_\_\_\_\_  
\_\_\_\_ Other- In state (Please specify) \_\_\_\_\_

## APPENDIX I

### SCHOOL NURSING PORTFOLIO REFLECTION FORM

**DIRECTIONS:** *Please complete and place in your accordion folder when you submit your portfolio.*

**Note:** This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Candidate Identification Number: \_\_\_\_\_

2. Which of the following were sources of support for you as you completed your portfolio? (*Check all that apply*)

- ☐ Beginning school nurses also completing portfolios
- ☐ Colleagues who had completed portfolios in previous years
- ☐ Other colleagues *Please specify:* \_\_\_\_\_
- ☐ My assigned mentor
- ☐ Support seminars *Please specify - district, consortium, building, etc.* \_\_\_\_\_
- ☐ My principal
- ☐ DPS School Nurse-in-Residence or scorer- *Please specify* \_\_\_\_\_

3. For each statement below, please indicate your level of agreement by checking

***Strongly Agree   Agree   Disagree   Strongly Disagree***

Completing this portfolio provided me the opportunity to do the following:

A. Demonstrate my understanding of the Indiana School Nursing standards

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

B. Demonstrate my ability to do a nursing assessment

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

C. Demonstrate my ability to design nursing interventions

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

D. Demonstrate my ability to implement nursing interventions

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

E. Demonstrated my ability to modify my nursing intervention based on evaluation

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

F. Demonstrate my ability to modify my nursing intervention based on new information about students' needs, interests, backgrounds, and responses

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

G. Demonstrate my ability to manage my school nursing practice

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

H. Demonstrate my ability to evaluate my school nursing practice

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree

I. Demonstrate my ability to reflect upon my school nursing practice.

- ☐ Strongly Agree   ☐ Agree   ☐ Disagree   ☐ Strongly Disagree



**APPENDIX J**  
**SCHOOL PROFILE FORM**

**School:** Pre-K \_\_\_\_\_ K \_\_\_\_\_ Elementary \_\_\_\_\_ Middle or Junior High \_\_\_\_\_ High School \_\_\_\_\_  
Other \_\_\_\_\_ Public \_\_\_\_\_ Accredited Private \_\_\_\_\_

**Grade levels in your school:** Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12  
(Circle all that apply)

**Community:** \_\_\_\_\_ Rural \_\_\_\_\_ Suburban \_\_\_\_\_ Urban \_\_\_\_\_ Other (*Please specify*) \_\_\_\_\_

---

**Number of Student Services Personnel:**

\_\_\_\_ School Social Workers  
\_\_\_\_ School Counselors  
\_\_\_\_ School Psychologists  
\_\_\_\_ School Nurses  
\_\_\_\_ Other (At Risk Counselors, Home School Advisors, etc.)  
Please specify \_\_\_\_\_

**Student Population Profile:**

Total student enrollment \_\_\_\_\_  
Number of boys \_\_\_\_\_  
Number of girls \_\_\_\_\_  
Attendance % \_\_\_\_\_  
Free and reduced lunch % \_\_\_\_\_

\_\_\_\_ % African-American or Black, non-Hispanic  
\_\_\_\_ % White, non-Hispanic  
\_\_\_\_ % Hispanic  
\_\_\_\_ % Asian/Asian American/Pacific Islander  
\_\_\_\_ % Native American/Alaskan Native  
\_\_\_\_ % Multi-racial

**Number of students with the following exceptionalities:**

\_\_\_\_ Identified as a Special Education student  
\_\_\_\_ Limited English language proficient  
\_\_\_\_ English language proficient  
\_\_\_\_ Blind or visually impaired  
\_\_\_\_ Deaf or hearing impaired  
\_\_\_\_ Developmentally disabled  
\_\_\_\_ Emotionally or behaviorally disabled  
\_\_\_\_ Gifted  
\_\_\_\_ Learning disabled  
\_\_\_\_ Physically disabled  
\_\_\_\_ Other (please specify) \_\_\_\_\_

---

**APPENDIX K**  
**PARENTAL PERMISSION FORM**  
**INDIANA DEPARTMENT OF EDUCATION**  
**DIVISION OF PROFESSIONAL STANDARDS**

**INFORMED CONSENT: PARENT/LEGAL GUARDIAN**  
*Indiana Mentoring and Assessment Program for  
School Nurses (IMAP-SN)*

Dear Parent/Legal Guardian:

The school nurse at your school is completing a mentoring program for licensing by the Indiana Department of Education Division of Professional Standards. As part of this program the school nurse must work with students to improve their success in schools by addressing student health problems and show their success by gathering information about the improvements in students' health and the impact it has on their grades or attendance after working with the school nurse.

Your son/daughter is invited to participate in this process. Your son/daughter's participation is completely voluntary and confidential. If you agree, the school nurse may look at your child's grades, attendance rate, homework completion rate and other measures of academic progress. Your child may be asked to fill out a survey before and after the school nurse meets with your child. The school nurse will provide you with a copy of any forms that your child will be asked to complete along with this consent form. You may refuse to allow them to complete any of the forms.

Your child's participation is completely voluntary. You are free to refuse or stop at any time without consequences to you and your child. All information will be strictly confidential. Your child's name will not be included in reports completed by the school nurse. Also, all information shared with the school nurse will be held in confidence to the extent permitted by law. If you have any questions, you may contact \_\_\_\_\_ at (317) \_\_\_\_\_.

If you agree to allow your child to participate, please sign below. I agree to allow my child \_\_\_\_\_ to participate in this project. I understand that any information about my child or family will be kept strictly confidential.

---

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

---

School Nurse Signature \_\_\_\_\_ Date \_\_\_\_\_

---

IMAP-SN Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX L**

### **IMAP-SN POLICIES GOVERNING THE USE OF PORTFOLIO MATERIALS**

Materials submitted in connection with the IMAP-SN are used for multiple purposes. These purposes fall generally into two categories: uses for which school nurse consent is not requested, and uses for which school nurse consent is required. The DPS will ask for a school nurse's consent prior to use.

***Uses for which beginning school nurses' consent is not requested:***

- evaluation of practice as part of IMAP-SN assessments
- pilot-testing and validation of IMAP-SN assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the last names of school nurses, students, or name of the school. In addition, nurses being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss materials outside of the training session.

***Uses for which beginning school nurses and/or parent consent is required:***

- professional development for beginning school nurses, health services coordinators, principals, and other educators involved in the IMAP-SN in which illustrative examples of effective practice are provided
- dissemination of examples of exemplary student work and health education curriculum materials for educational purposes such as school nurse training
- materials selected to communicate the goals and programmatic aspects of the IMAP-SN to a wide audience of educators and school nurses

**APPENDIX M**  
**IMAP-SN Request for Extension**

*Documentation of Special Circumstances and Request for an Extension of Time for the Completion of IMAP-SN*

Name: \_\_\_\_\_

Candidate ID Number: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Current IMAP-SN registration year as noted on your IMAP-SN registration confirmation letter (please check one):

\_\_\_\_\_ Year 1      \_\_\_\_\_ Year 2      \_\_\_\_\_ Year 3

**Reason for Request of Adjustment of Time for Completion of IMAP-SN:**

(Attach documentation)

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\_\_\_\_\_  
Name of Beginning School Nurse (Print)

\_\_\_\_\_  
Signature of Beginning School Nurse

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Mentor (Print)

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Principal (Print)

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Superintendent (Print)

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

***This request must be submitted at least 30 days before the portfolio due date of May 1.*** A statement of what work is completed, what work remains to be completed, and why completion is impossible in the time remaining must also accompany the request. The Beginning School Nurse Assessment Committee will review this request. If approved, your current program participation year will be maintained for the following school year. You will receive a written response to your request. (Note that incomplete requests will be returned.)

Please return this form to: Office of Educator Licensing and Development